ITAC PERFORMANCE PLAN
2001/02 • 2003/04

INDUSTRY TRAINING
& APPRENTICESHIP
COMMISSION

BRITISH COLUMBIA

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BRITISH COLUMBIA

Ministry of Advanced Education,
Training and Technology

April 30, 2001

The Honourable Garde Gardom
Lieutenant Governor
The Province of British Columbia

May it please your Honour:

The 2001–2004 Performance Plan for the Industry Training and Apprenticeship Commission is herewith respectfully submitted.

This is the first performance plan prepared by my Commission in keeping with the ***Budget Transparency and Accountability Act.***

Cathy McGregor
Minister of Advanced Education, Training and Technology
and Minister Responsible for Youth

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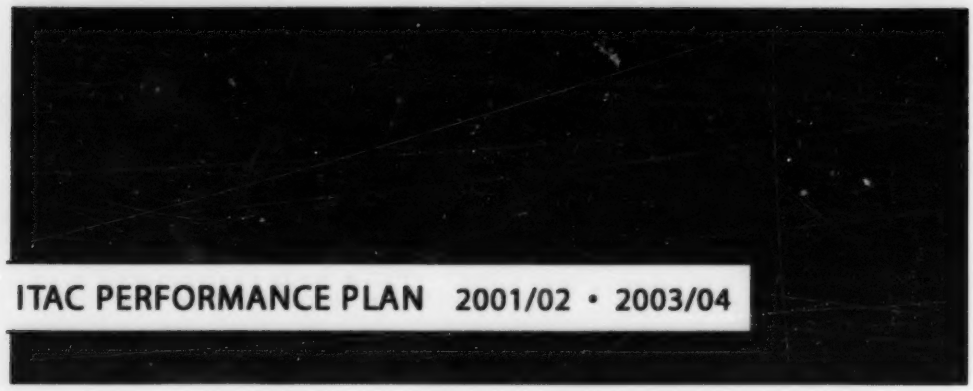


ITAC PERFORMANCE PLAN 2001/02 • 2003/04

I. Introduction

This Performance Plan outlines the Industry Training and Apprenticeship Commission's (ITAC) mandate, vision, operating principles and values that underpin ITAC programs and activities. In response to the requirements set out in the new *Budget Transparency and Accountability Act*, (www.legis.gov.bc.ca/2000/3rd_read/gov02-3.htm) this Plan outlines strategic objectives, strategies and targets that ITAC will focus on for the period 2001/02 - 2003/04, and how ITAC will account for its performance.

II. Background and Structure

BACKGROUND

ITAC is an agency of the provincial government, created with the introduction of the *Industry Training and Apprenticeship Act* (the *Act*) in 1997 (www.legis.gov.bc.ca/1997/3rd_read/gov43-3.htm). The creation of ITAC began a year earlier with the recommendations of a stakeholder committee that looked into new ways of broadening access to apprenticeship and entry-level trades training, creating new, flexible industry training models, and making training more responsive to employer, employee and labour market needs. At the time, apprenticeship and entry-level trades training programs were administered separately by the Ministry of Labour and the Ministry of Education, Skills and Training (now the Ministry of Advanced Education, Training and Technology). There was shared support among business, labour, education and government for a need to integrate these programs and improve their effectiveness. The Committee recommended a new industry-driven agency empowered to streamline the work-based training system, which led to the creation of ITAC.

The committee recommended that ITAC should be an arms length agency of the government with a specific mandate. It also suggested that ITAC be founded on a legislative authority and should provide and promote a vision of industry training and apprenticeship

for the 21st Century that benefits employers, workers, learners, industries and the B.C. economy.

Under the *Act*, ITAC was given broad decision-making authority. It was given authority to: designate trades and occupations; establish and grant credentials for trade qualifications; develop training programs; establish advisory committees; establish by-laws and make other decisions necessary to realize the founding vision. Further, ITAC was intended to be a four-cornered partnership of business, labour (organized labour and workers), education and training, and government. These constituencies are represented on the governing body of ITAC.

STRUCTURE AND GOVERNANCE

Board of Directors

The members of the governing board (the Board) are appointed by the Lieutenant Governor in Council on the recommendation of the Minister under the *Act*. The Minister of Labour and the Minister of Advanced Education, Training and Technology are jointly responsible for the administration of the *Act*. The Board consists of not more than 25 appointed individuals representing business, labour, education and training, and government.

Advisory structure

ITAC has established a cohesive, integrated advisory structure to help ITAC achieve its mandate and strategic goals. In order to broaden the nature, type and scope of advice provided to the ITAC Board and staff, the following key elements of ITAC's advisory structure provide strategic policy and/or technical, operational advice and recommendations:

- Over 60 **Trade Advisory Committees**, consisting of representatives from business, labour, education, post-secondary program advisory committee members and program articulation committee members.
- A **Chairs Advisory Committee,** consisting of 12-16 Trade Advisory Committee Chairs, with equal representation from business and labour.
- Post-secondary institutional **Program Advisory Committees,** consisting of education and industry representatives.
- From time to time, ITAC meets or holds forums with industry groups and sectors on specific topics or priority policy issues.

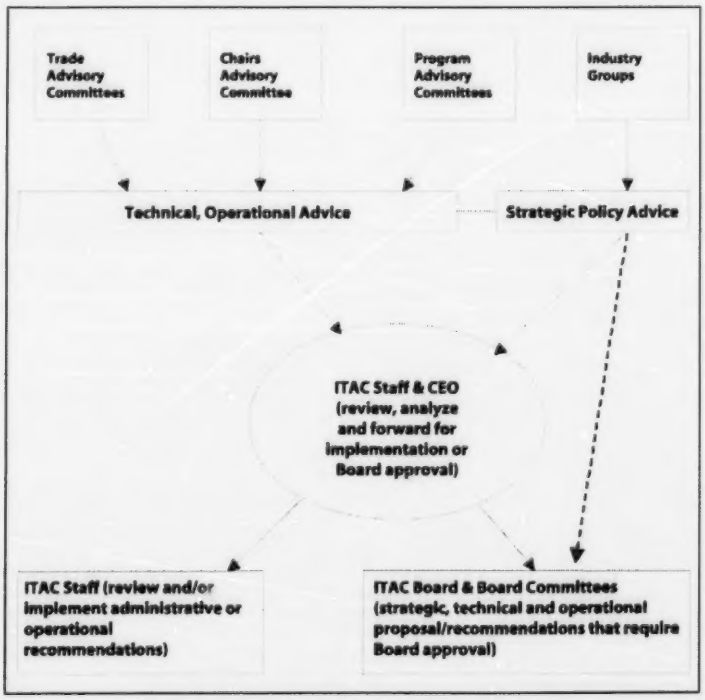
Administration

ITAC currently has a staff complement of 110. The Chief Executive Officer leads administration and is accountable to the Board. The staff is organized into five functional units: Policy and Planning, Operations, Finance and Administration, Marketing and Communications and the Chief Executive Officer's office. Executive staff are located in a corporate office in Burnaby and field staff are located in 15 offices around the province.

Service Providers

Service providers are public, private and non-for-profit educational and training institutions or agencies delivering training programs and other services under contracts with ITAC. Currently, more than 8,000 employers, 27 public and private training institutions in the post-secondary education sector, school districts, and a host of other organizations deliver ITAC programs and services. Service providers are responsible for the day-to-day administration of contracted programs and services. In 2000/01, training was delivered to more than 25,500 individuals, and ITAC supported over 29,000 training clients. Financial support for their training and related activities accounted for approximately 89% of ITAC expenditures.

EXHIBIT 1: ITAC Advisory Process


Trade Advisory Committees
Chairs Advisory Committee
Program Advisory Committees
Industry Groups
Technical, Operational Advice
Strategic Policy Advice
ITAC Staff & CEO (review, analyze and forward for implementation or Board approval)
ITAC Staff (review and/or implement administrative or operational recommendations)
ITAC Board & Board Committees (strategic, technical and operational proposal/recommendations that require Board approval)

III. Vision, Values and Mandate

VISION

A dynamic industry training and apprenticeship system which contributes to the competitiveness of the BC economy by ensuring a highly skilled and well-trained workforce for the province.

OPERATING PRINCIPLES AND VALUES

ITAC has adopted principles or values based on the recommendations of the Minister's Committee on Entry Level Trades Training and Apprenticeship. ITAC's training and certification, programs, services and processes should reflect the following principles: Relevance.

- Accessibility.
- Closer to home.
- Responsiveness.
- Accountability.
- Optimal utilization and efficiency.

MANDATE

The mandate of ITAC, under the *Industry Training and Apprenticeship Act, 1997* is:

1. To create an industry driven training and apprenticeship system that is relevant, accessible and responsive to industry needs.
2. To identify, monitor and assess the needs of the labour market for skilled persons.
3. To expand the number of skilled persons in designated trades and occupations to meet labour market needs.
4. To increase the proportion of members of under-represented groups in designated trades and occupations.
5. To integrate education and training systems to improve school to work transitions.
6. To promote continuous skills upgrading, lifelong learning and certification.

7. To develop and expand a system of recognized credentials for designated trades and occupations that promote laddering, portability, mobility and transferability and that recognize provincial, national and international occupational standards.

8. To ensure the efficient and effective use of resources through the coordination and integration of industry training and apprenticeship programs.

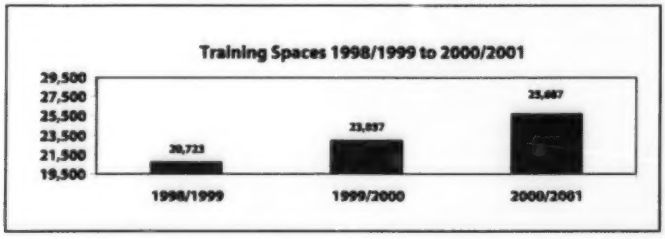
9. To carry out other duties that the Lieutenant Governor in Council specified by regulation.

In carrying out its mandate, ITAC consults with communities of interest in the industry training and apprenticeship system including groups of persons who are under-represented in designated trades and occupations.

IV. Environmental Scan and Key Strategic Issues

OVERVIEW OF ITAC ACTIVITIES AND ACHIEVEMENTS IN THE PREVIOUS YEAR

In the 2000/2001 fiscal year, the Industry Training and Apprenticeship Commission (ITAC) invested nearly $66 million of public funds on work-based training programs in support of the skills development goals established in the statute. More than 8,000 employers, all public community colleges and institutes, and numerous other organizations participated in the programs ITAC sponsored. These programs benefited more than 25,500 individuals who sought training and employment opportunities for their career preparation. On top of training spaces, another 5,000 clients benefited from ITAC's expertise in apprentice services and examination administration, certification and other customer services.



ENVIRONMENTAL SCAN

ITAC operates in the increasingly dynamic economy and labour markets, and growing expectations on public business management. Many of the trends and issues ITAC faces

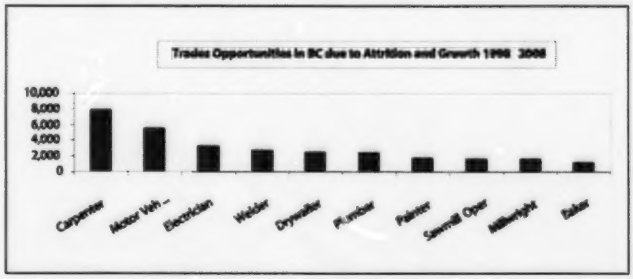
have been identified in our "Strategic Plan 2000" (www.itac.gov.bc.ca/bizplans.htm). The March 2000 Kunin and Gallagher report, "Work-Based Training A Key to BC Prosperity" (www.itac.gov.bc.ca/itachome.htm#The%20Kunin/Gallagher%20Report), also identified similar challenges for ITAC.

British Columbia workforce is aging; we must build a new workforce.

Currently, baby boomers born between 1946 and 1964 make up more than 60% of the workforce in the province. In 2001, "front-end" boomers will turn age 55 and are beginning to retire. Large-scale retirement will take momentum beginning in 2001, and continue for the next 30 years, until the last boomers leave the workforce. Projections indicate that by or before 2010 and for the first time in history, the number of retirees (age 55-64) will outnumber new entrants (aged 15-24) to the labour market. Without planning and investment to build a new workforce, the province will face a major challenge for meeting labour demand in the future.

ITAC has developed proactive measures to ensure British Columbia will meet the demand for skilled workers. The release of the March 2001 ITAC report "Ensuring a Skilled Workforce for British Columbia" (www.learnandearn.bc.ca/whatsnew/press.htm#skills) outlines short and long term goals for creating a highly competitive province in the global market.

Industries, which rely on skilled trade and technical workers, will have a particularly tough time finding replacements for retiring workers. Already many of these industries are experiencing a serious shortage of skilled workers. For example, building trades such as carpentry, plumbing and electrical work are projected to lose a third of their trade workers over the next 10 years due to retirement. There is a great need to introduce young people to trade and technical careers. As well, there is a great need to recruit workers from an increasingly diverse BC population to build a strong workforce in trades and skilled occupations.



SOURCE: COPS AND 1996 CENSUS DATA

A new economy.

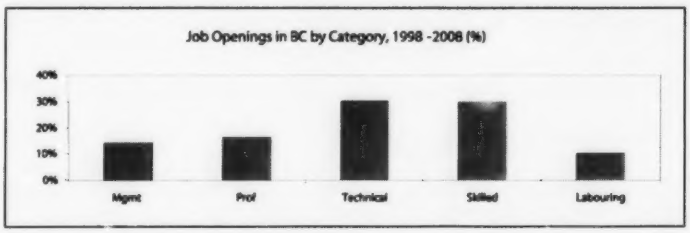
During much of the past decade, Canada's economy has been strong. In the past two years, Gross Domestic Product (GDP) grew four to five per cent annually. Most economic forecasters expect growth to continue at a more modest rate, gradually settling to around two per cent by 2005.

B.C.'s economy has also been growing, although at a slower pace than the country as a whole. Still, B.C.'s GDP increased by almost three per cent last year, and most analysts are expecting the province to outperform the national average by 2002.

While growth has been particularly slow in core industries like forestry and mining, B.C.'s economy has been diversifying. The high technology, oil and gas, and manufacturing sectors have led the way in expanding B.C.'s economic base.

New industries are evolving.

The industry training and apprenticeship system is evolving to meet the needs of B.C.'s changing economy. In the 1970s and 1980s, its work was focussed on trades apprenticeships in construction (plumbers, carpenters, electricians), automotive and mechanical trades (millwrights, heavy-duty mechanics), and metal work (boilermakers, ironworkers, welders). While growth in these areas has been slow, a trend which economists expect to continue, very high attrition is expected due to an aging workforce which will result in 100,000 job openings in traditional trades this decade.



SOURCE: ITAC ENSURING A SKILLED WORK FORCE FOR B.C.

In addition to addressing needs in traditional construction trades, work-based training has recently grown in B.C.'s emerging knowledge-based service industries.

ITAC is working with B.C. post secondary institutions to respond to the service sector's need for training and occupational certification in new areas. In fact, apprenticeship is at its highest levels since the early 1980s, thanks in large part to ITAC and institutional efforts to reach out to new trades. Film production is a good example. Grip apprenticeships have increased 1,847 per cent over the last five years; set dresser, 425 per cent; and 3rd assistant directors, 241 per cent.

Traditional trades have averaged about three per cent growth over the same period. This does not mean these trades are no longer important; they are still the bread and butter of apprenticeship. But the growth potential is much smaller than in emerging sectors economy, and to remain relevant, ITAC must keep pace. It must continue to serve the existing trades, while providing structure and expertise to meet the training needs of new occupations.

Work-based training and certification needs to be quickly developed to respond to the tremendous growth and skills shortages in B.C.'s high technology industries, particularly information technology, biotechnology, new media, aerospace and electronics manufacturing.

MAJOR CHALLENGES

Since the inception of ITAC, we have identified challenges that need to be addressed in order to achieve our objectives. The following continue to be our 5 fundamental challenges:

EXHIBIT 2: Challenges

Demand
Obtaining employer commitment to work-based training; and tailoring training to respond to labour market needs.

Supply
Significantly increasing youth and under-represented group awareness of, and access to, trades and technical training.

Funding
Obtaining a greater share of public and private training funding and effectively and efficiently using scarce resources.

Program Design and Delivery
More accessible, closer-to-home, technology-based and client-responsive training design and delivery.

Communications and Marketing
Being top of mind with policy-makers, employers, workers, youth, parents and the public and increasing overall media awareness of ITAC and its programs.

V. Strategic Objectives and Key Strategies

ITAC's Board of Directors meets every fall to review, refine and prioritize the Commission's strategic priorities and focus. ITAC's "Strategic Plan 2000" has identified four current strategic priorities: promotion and awareness of trades and technical training, high technology and other growth sectors, flexible delivery and funding.

EXHIBIT 3: Strategic Priorities

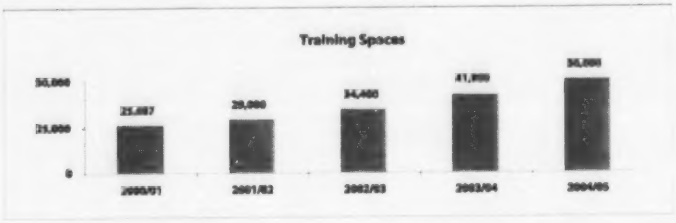
Promotion and awareness of trades and technical training
It is critically important for ITAC to increase awareness among: 1) K-12 students and youth, and those who influence them such as peers, parents, teachers and media; and 2) among industries and employers.

High technology and other growth sectors
ITAC needs to respond to the opportunities and needs in the high technology sector, as part of a broader strategy of responding to the needs of growing sectors of the economy where training, new designations and new kinds of credentials can address skills shortages.

Flexible delivery
ITAC needs to develop more flexible, responsive training through new delivery methods and curriculum revision. Internally, the Commission needs to speed up decision cycles, update its business practise and respond quickly to trends and opportunities.

Funding
ITAC needs to increase its share of government funding but also reduce its exclusive reliance on government funding by pursuing alternate funding options and cost-efficiencies.

These strategic priorities are intended to enable ITAC to meet the following targets:



Link To Government Strategic Plan 2001 – 2004 (www.bcbudget.gov.bc.ca/)

Our plan is consistent with the Government Strategic Plan 2001 – 2004. In particular, Goal 4: creating "more spaces for education and training, and pursuing alternative ways of delivering education and training to communities"; Goal 6: continuing "to expand education and training programs for all British Columbians so B.C. continues to have a world-class workforce by increasing apprenticeship training, improve career planning and training in education system and support lifelong learning"; and Goal 9: expanding "women's participation in non-traditional education and occupations by increasing the number of women registered for apprenticeships by 40% and the number of women certified in apprenticeships by 10%."

VI. Performance Measures

ITAC will monitor and review its performance, using the following measures.

KEY ITAC PERFORMANCE MEASURES

These measures provide an indictor as to the level and quality of service ITAC is providing to its clients. The targets that have been established are deemed necessary to address British Columbia's skill shortages.

Due diligence was used to ensure that the measures have validity and can be reliably measured, and that they have some meaning to the general public, are clear and easy to understand and are clear to interpretation.

These measures provide an account of results achieved at the program-level. The measures will serve as both the focus of operations for the planning period and continuous feedback for ITAC's learning and improvement.

EXHIBIT 4 (p. 11) describes key ITAC performance measures and targets, and program-specific performance measures.

EXHIBIT 4: Peformance Measures and Targets

Strategic Objective	Key Strategies	Performance Measure Output	Outcomes	Primary Area of Responsibility
1. Increase the value and status of trades and technology careers among British Columbians.	• Promote the awareness of trades and technical career opportunities among the K-12, youth population and the community (i.e. parents, teachers, media). • Influence K-12 curriculum development to support the value of trades and technical careers.	• Increase the number of youth participating in ITAC training programs. • Increase awareness of employers to ITAC training programs.	• Increase in visits on ITAC's website.* • Increase attendance at career fairs/trade shows. • 350 more SSA participants by 2001/02; 2150 more by 2003/04.	• Marketing • Operations
2. Respond to the work-based training needs of key industry growth sectors.	• Increase training spaces in existing trades. • Implement partnership strategies with high-technology industries and other growth sectors. • Increase number of designated occupations and trades.	• New spaces in high technology training programs. • New credentials. • New designated trades and occupations. • New spaces in other new growth training programs. • New spaces in existing growth training programs.	• 1500 new space in high technology, other growth sectors and existing growth sectors. • 15 new designated trades and occupations.	• Operations
3. Increase the amount of work-based training delivered via more accessible delivery models.	• Implement ITAC Flexible Delivery Strategy. • Partner with "expert" organizations in and outside of British Columbia.	• Develop and integrate e-learning methodology for ITAC programs. • Increase the number of ITAC programs and training spaces involved in flexible delivery.	• Increase by 50% the number of ITAC programs and training spaces delivered via flexible methods.	• Operations
4. Maximize the return on investment of work-based training programs.	• Implement strategies to improve training space utilization in institutions and to reduce non-completion of apprentices. • Implement performance reporting across the ITAC system. • Implement the program review of the Entry Level Trades Training and Apprenticeship interface.	• Improved training space utilization and performance reporting. • Complete ELTT-Apprenticeship Interface Review by August 2001 • Identify specific measurable targets with which to implement and measure enhancements to ELTT & Apprenticeship programs.	• More training spaces per program expenditure. • Increased laddering and linkages between ELTT & Apprenticeship programs.	• Operations

EXHIBIT 4 cont'd.

Strategic Objective	Key Strategies	Performance Measure Output	Outcomes	Primary Area of Responsibility
5. Increase the share of public education and training funding for work-based training.	• Support budget strategies with comprehensive costs-benefits analyses.	• Increased public education budget allocated to ITAC.	• Increased budget by $12.1M for 2001/02, by $8.6M in 2002/03 and by $11M in 2003/04	• Finance and Administration
6. Utilize alternate funding models and sources.	• Recommend and implement new funding models as per Rubenson- • Schuetze and ITAC's Skills Shortages Report. • Develop strategies for revenue-generation from non-government sources.	• Completion of proposal to increase work-based training spaces via models that lever more non-government funding.	• Increase in the percentage of funding from non-government sources.	• Finance and Administration
7. Increase ITAC's capacity for marketing trades and technical careers.	• Develop a marketing plan for all ITAC programs. • Develop marketing and communications tools for field staff. • Develop a plan for employers.	• Presentations to youth, parent and employer audiences. • Expand the number of marketing partnerships. • Advertise to youth. Increase in the number of presentations (all audiences).	• Enhanced ITAC website. • Increased employer awareness of and commitment to training. • Increased youth valuing of trades & technical trg.	• Marketing and Communications
8. Increase continuous learning among workers in trades and technical careers.	Expand the access to and scope of the Skills Upgrading program. Implement skill assessment and recognition policy and instruments.	• Increases access to and scope of Skills Upgrading program. • Expand marketing material and presentations to target group.	• Skills Upgrading increased by 1,200 in 2001/02 and by 3,425 in 2003/04.	• Operations • Marketing and Communications
9. Increase proportion of aboriginal persons, persons with a disability, members of visible minorities, women and youth in trades and technical careers.	• Implement a tactical plan for promoting the hiring and participation of under-represented groups in ITAC programs.	• Significantly increase the number of under-represented groups participating in ITAC training programs.	• Under-represented groups increased by 225 in 2001/02 and by 800 in 2003/04	• Policy and Planning

Strategic Objective	Key Strategies	Performance Measure Output	Outcomes	Primary Area of Responsibility
10. Influence public policy and program initiatives related to ITAC's mandate.	• Provide timely and effective input to policy and program processes in both the provincial and federal governments. • Submit proposal to government and consolidate like services with ITAC.	• Identify areas of overlap and duplication of ITAC policy and program services as related to other levels of government.	• Reduce overlap and duplication. • Consolidate programs and policies related to ITAC mandate.	• Policy and Planning
11. Create a flexible, responsive work-based training administration and system.	• Complete a business improvement process project with ITAC operations and implement changes to improve service delivery and efficiency. • Complete a review of operational policies and procedures, and implement actions for improvement. • Perform Prior Learning Assessment process.	• Develop a five-year action plan to create an improved training administration and system.	• An improved, streamlined flexible training administration and system.	• Operations

*TEMPORARY OUTCOME MEASURE. ACTUAL MEASURE IS BEING DEVELOPED.

EXHIBIT 5: Program Training Spaces and Budget ($000s) Targets

Program	2000/01 Actuals	Incremental Increase	2001/02 Target	Incremental Increase	2002/03 Target	Incremental Increase	2003/04 Target
Entry Level Trades Training	5,558	375	5,933	325	6,535	300	6,835
Career Technical Centres	87	190	277	-**	-**	-**	-**
Apprenticeship Technical Training	12,448	300	12,748	1,000	13,748	2,300	16,048
Secondary School Apprenticeship	675	350	1,025	700	1,725	1,000	2,725
Industry Training	1,838	700	2,538	1,500	4,038	1,700	5,738
Under-Represented Groups	409	225	634	350	984	450	1,434
Skills Upgrading	4,671	1,200	5,871	1,500	7,371	1,725	9,096
Total Spaces*	25,687	3,340	29,026	5,375	34,401	7,475	41,876

* SUBJECT TO BUDGET APPROVAL.

** TARGETS FOR INCREMENTAL INCREASE IN SUBSEQUENT YEARS WILL BE DETERMINED LATER THIS YEAR.

VII. APPENDICES

APPENDIX A: SUMMARY OF MAJOR PROGRAMS AND ACTIVITIES

Apprenticeship Technical Training

Apprenticeship is paid work-based training combined with post-secondary education. It involves being hired by an employer and apprenticing for two to five years, with one or two months of formal training at a post-secondary institute each year. Apprentices spend approximately 80% of their time learning their skills on the job (under the direction of a journeyperson) and the rest is spent learning in a classroom setting.

Entry Level Trades Training (ELTT)

ELTT courses are offered at post-secondary institutions across B.C. and usually last 6 to 8 months. In addition to developing technical skills, ELTT programs equip you with skills important in the workplace. These include teamwork, communication skills and safety awareness.

Industry-Based Training Programs

Industry-Based Training Programs are shorter programs, which lead to industry certification and entry level and intermediate skill-level jobs in trades and technical occupations. It involves a combination of formal learning at a high school, post-secondary institute or industry training centre and on-the-job training.

Program Development

Program Development is the development and maintenance of curriculum, learning resources, and exams (including entrance, slotting, term end and certification). Program Development considers the needs of stakeholder and advisory groups to be consulted. Also deals with Inter-Provincial Trades and Trade Qualification challenge processes. ITAC is in the process of creating on-line program development to address the need for a more flexible delivery strategy such as e-learning and internet/web delivery.

Secondary School Initiatives

Secondary School initiatives offer Grade 10-12 (or 15 years of age or older) students the opportunity to have work-based training experience. There are two initiatives: Secondary School Apprenticeship (SSA) and Secondary School ELTT. SSA registers eligible students as apprentices and provides them with the prescribed number of credits toward

their trade certification upon completion. ITAC's role in SSA is to administer the apprenticeships and cost-share the $1,000 scholarships. Secondary School ELTT offers a training opportunity similar to that for the regular ELTT programs. It is offered through a partnership between local colleges and high schools, or through Career Technical Centers.

Skills Upgrading

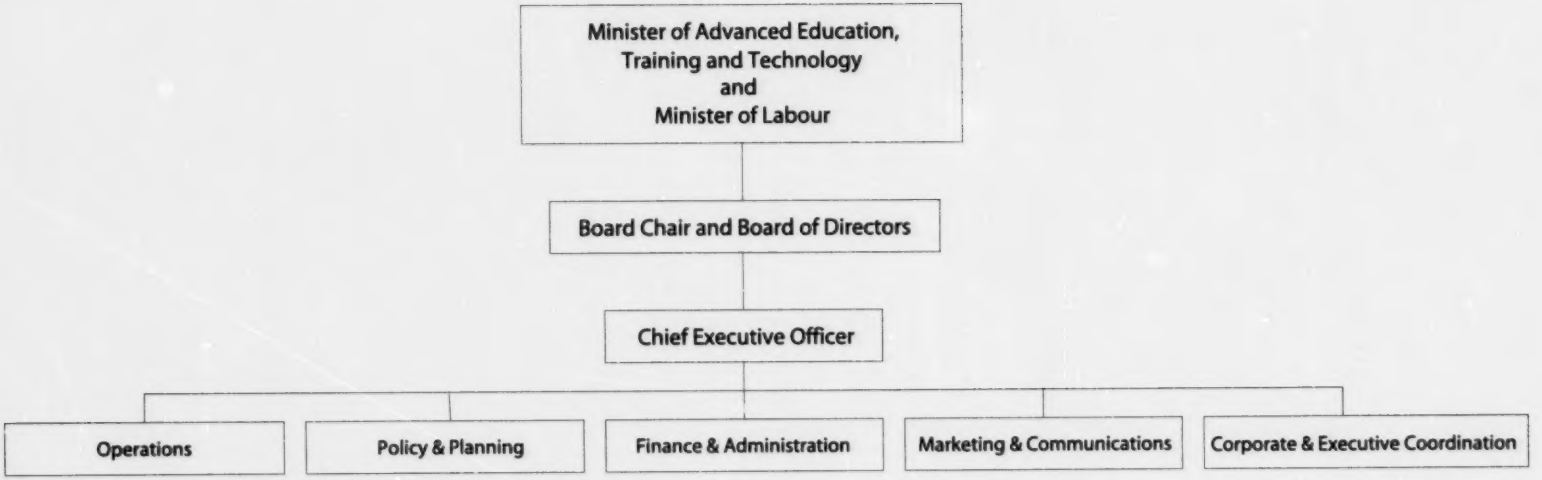
This program provides funding for training to assist journey persons, other skilled workers and apprentices to upgrade their skills in a trade, or occupation. The program has two initiatives: funding for individual apprentices, journey persons and technical employees; and group funding administered through employers, industry associations, and union-employer joint boards.

Initiatives for Under Represented Groups

The program funds projects that facilitate the participation of members of under-represented groups in designated trades and occupations. Major target client groups include women, youth, aboriginal people, people with disabilities, and visible minorities.

APPENDIX B: ORGANIZATIONAL CHART

ITAC consists of 110 staff, a corporate head office and 15 field offices throughout British Columbia.


Minister of Advanced Education, Training and Technology and Minister of Labour
Board Chair and Board of Directors
Chief Executive Officer
Operations
Policy & Planning
Finance & Administration
Marketing & Communications
Corporate & Executive Coordination

APPENDIX C: CONTACT INFORMATION

ITAC WEB SITE: www.learnandearn.bc.ca
WEB SITE UNDER DEVELOPMENT: www.itac.gov.bc.ca

CORPORATE HEAD OFFICE
220-4946 Canada Way Burnaby, BC V5G 4J6
Phone: 604 775-3036 Fax: 604 660-7294

ABBOTSFORD
200-32463 Simon Ave Abbotsford, BC V2T 5E3
Phone: 604 852-5922 Fax: 604 864-6707

COQUITLAM
305-2963 Glen Dr Coquitlam, BC V3B 2P7
Phone: 604 927-2912 Fax: 604 927-2914

COURTENAY
3rd Fl, 910 Fitzgerald Ave Courtenay, BC V9N 2R5
Phone: 250 334-1424 Fax: 250 334-1449

CRANBROOK
203-100 Cranbrook St N Cranbrook, BC V1C 3P9
Phone: 250 426-1281 Fax: 250 426-1292

DAWSON CREEK
102-1508 102nd Ave Dawson Creek, BC V1G 2E2
Phone: 250 784-1310 Fax: 250 784-2424

KAMLOOPS
441D Columbia St Kamloops BC V2C 2T3
Phone: 250 371-3920 Fax: 250 828-4973

KELOWNA
305-1726 Dolphin Ave Kelowna, BC V1Y 9R9
Phone: 250 717-2041 Fax: 250 717-2059

NANAIMO
1st Fl., 155 Skinner St Nanaimo, BC V9R 5E8
Phone: 250 741-5820 Fax: 250 741-5818

NELSON
1st Fl., 310 Ward Street Nelson, BC V1L 5S4
Phone: 250 354-6867 Fax: 250 354-6883

PRINCE GEORGE
203 -1577 7th Ave Prince George, BC V2L 3P5
Phone: 250 565-4465
Fax: 250 565-4327

SURREY
101-17720 57th Avenue Surrey, BC V3S 1H2
Phone: 604 576-377 Fax: 604 576-3769

TERRACE
#102 – 3250 Eby St Terrace, BC V8G 5K8
Phone: 250 638-6582 Fax: 250 638-6512

VANCOUVER/METRO
#223 – 4600 Kingsway Burnaby, BC V5H 4L9
Phone: 604 775-2860 Fax: 604 775-3033

VICTORIA
6-40 Cadillac Ave PO Box 9157 Stn Prov Govt
Victoria, BC V8W 9H2
Phone: 250 952-5180 Fax: 250 952-5042

WILLIAMS LAKE
112A 540 Borland St Williams Lake, BC V2G 1R8
Phone: 250 398-4884 Fax: 250 398-4208